College of Arts and Sciences   *Panuska College of Professional Studies*   *Kania School of Management*

Applied Mathematics

1).Demonstrate college-level knowledge in foundational mathematics

2).Demonstrate college-level knowledge in applied mathematics

3).Construct models to solve real-world problems

4).Use computing tools in modeling or problem solving

5).Demonstrate competence in analytical and critical reasoning

6).Read, write, and communicate mathematics effectively

7).Demonstrate college-level knowledge in fields related to mathematics

Biochemistry

1).Demonstrate comprehensive knowledge of the key principles of biochemistry; using a strong foundation in the disciplines of chemistry.

2).Apply critical thinking to solve biochemical and chemical problems and to designing experiments.

3).Proficiently record, analyze, and disseminate data utilizing chemical instrumentation and software.

4).Utilize chemical information resources in oral and written presentations of biochemistry-related information.

5).Adhere to the highest standards of ethical behavior in the practice of science and in protecting the environment.

6).Demonstrate the safe practice of chemistry.

7).Prepare to succeed in employment and higher education in chemistry and related fields.

Biochemistry, Cell and Molecular Biology

1).Demonstrate mastery of the key principles of Biochemistry and Molecular Biology; developing familiarity with the molecular components of cells, their interactions in metabolism, the flow of genetic information resulting in their s

2).Acquire laboratory skills, including safety skills, in both basic and advanced experimental techniques. This will include use of the scientific method in the design of experiments and development of critical thinking skills in the

3).Identify and analyze critically major topics at the forefront of Biochemistry and Molecular Biology.

4).Demonstrate discipline-specific oral and written communication.

5).Develop required collaboration, interpersonal, and team-building skills required for their post-graduate endeavors.

6).Apply their degrees to their careers.

Biology

1). Demonstrate mastery of content across the broad field of modern biology.

2). Gain laboratory expertise.

3). Critically evaluate biological data. (Developed.)

4). Demonstrate mastery of the scientific method.

5). Effectively communicate biological information in writing.

6). Effectively communicate biological information orally.

Biomathematics

1).Demonstrate college-level knowledge in foundational mathematics

2).Demonstrate college-level knowledge in applied mathematics

3).Construct models to solve real-world problems

4).Use computing tools in modeling or problem solving

5).Demonstrate competence in analytical and critical reasoning

6).Read, write, and communicate mathematics effectively

7).Demonstrate college-level knowledge in fields related to biomathematics

Biophysics

1).Graduates will have demonstrated a breadth and depth of understanding in physics, chemistry and biology sufficient to do advanced undergraduate course work in each of these fields

2).Graduates will have completed at least fifteen credits of advanced course work (at the third and fourth year level) in a combination of physics and /or chemistry and/or biology.

3).Graduates will have gained admission to graduate studies in secondary education science, biophysics or bioengineering; or medical, dental or optometry studies; or employment in a medical or scientific field.

Chemistry

1).Demonstrate comprehensive knowledge of the major disciplines in the chemical sciences: analytical, biochemistry, inorganic, organic, and physical chemistry.

2).Apply critical thinking to solving chemical problems and to designing experiments.

3).Proficiently record, analyze, and disseminate data utilizing chemical instrumentation and software.

4).Utilize chemical information resources in oral and written presentations of chemistry-related information.

5).Adhere to the highest standards of ethical behavior in the practice of science and in protecting the environment.

6).Demonstrate the safe practice of chemistry.

7).Prepare to succeed in employment and higher education in chemistry and related fields.

Chemistry/Business

1.)Demonstrate comprehensive knowledge of the major disciplines in the chemical sciences: analytical, industrial, and organic chemistry.

2).Record, analyze, and disseminate data utilizing chemical instrumentation and software.

3).Adhere to the highest standards of ethical behavior in the practice of science and in protecting the environment.

4).Demonstrate the safe practice of chemistry.

5).Prepare to succeed in employment and higher education in chemistry and related fields.

6).Demonstrate proficiency in fundamentals of business.

Communication

1).Students shall demonstrate the written communication skills one would expect of a professional in their field of communication or mass communication.

2).Students shall demonstrate the oral communication skills one would expect of a professional in the field of communication or mass communication.

3).Students shall demonstrate critical thinking skills and the ability to solve problems similar to those found in the field of communication or mass communication.

4).Students shall demonstrate the ability to use technology common in the field of communication or mass communication to produce professional work and/or accomplish professional tasks.

5).Students shall demonstrate the ability to apply moral values to judge ethical cases in the field of communication or mass communication.

6).Students shall demonstrate the ability to use communication theory to analyze communication and communication media in both historical and contemporary contexts.

Computer Engineering

A).An Ability to apply knowledge of mathematics, science and engineering.

B).An ability to design and conduct experiments, as well as to analyze and interpret data.

C).An ability to design a system, component, or process to meet desired needs.

D).An ability to function on multidisciplinary teams.

E).An ability to identify, formulate and solve engineering problems.

F).An understanding of professional and ethical responsibility.

G).An ability to communicate effectively.

H).The broad education necessary to understand the impact of engineering solutions in a global and societal context.

I).A recognition of the need for, and an ability to engage in life-long learning.

J).A knowledge of contemporary issues.

K).An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Computer Science

a. An ability to apply knowledge of computing and mathematics appropriate to the discipline;

b. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution;

c. An ability to design, implement and evaluate a computer-based system, process, component, or program to meet desired needs;

d. An ability to function effectively on teams to accomplish a common goal;

e. An understanding of professional, ethical, legal, security, and social issues and responsibilities;

f. An ability to communicate effectively with a range of audiences;

g. An ability to analyze the local and global impact of computing on individuals, organizations and society;

h. Recognition of the need for, and an ability to engage in, continuing professional development;

i. An ability to use current techniques, skills, and tools necessary for computing practices.

j. An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices;

Criminal Justice

1).Demonstrate knowledge of the history, theories, processes, and current trends of American courts, law enforcement, and corrections at the local, state, and federal levels.

2).Demonstrate knowledge of the major theoretical and methodological perspectives related to the etiology and measurement of juvenile and adult crime.

3).Students will gain a solid base understanding of how to think critically, gather, analyze, evaluate and utilize information about the criminal justice system.

4).Demonstrate the ability to think critically about crime and justice programs and policies.

5).Demonstrate the ability to conduct, analyze, and apply research related to criminal justice.

6).Demonstrate the skills necessary to be competent in the use of modern technology in educational and professional settings

7).Demonstrated the ability to write and speak effectively using standard English and appropriate to the field of social sciences through the completion of written assignments.

8).Develop skills that will enable students to evaluate the social justice implications related to the criminal justice system.

Electrical Engineering

A).An Ability to apply knowledge of mathematics, science and engineering.

B).An ability to design and conduct experiments, as well as to analyze and interpret data.

C).An ability to design a system, component, or process to meet desired needs.

D).An ability to function on multidisciplinary teams.

E).An ability to identify, formulate and solve engineering problems.

F).An understanding of professional and ethical responsibility.

G).An ability to communicate effectively.

H).The broad education necessary to understand the impact of engineering solutions in a global and societal context.

I).A recognition of the need for, and an ability to engage in life-long learning.

J).A knowledge of contemporary issues.

K).An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Engineering Management

1).An ability to apply knowledge of mathematics, science, and engineering to solve technical and business problems.

2).An ability to design and conduct experiments as well as to analyze and interpret data.

3).An ability to plan and design a system, component, or process to meet desired needs.

4).An ability to work effectively on multi-disciplinary teams to accomplish an objective, and make significant contribution to its outcome.

5).An ability to communicate effectively both verbally and in writing.

6).The broad education necessary to understand the impact of technical and business solutions in a global, economic, environmental, ethical and societal context.

7).A recognition of the need for, and an ability to engage in life-long learning.

8).A knowledge of contemporary issues.

9).An ability to use the techniques, skills, and modern engineering tools necessary to solve technical and business problems.

English

1).Students who complete the English Major will be able to execute literary arguments based on close readings of texts with attention paid to genre and thematic focus.

1A).Read various literary texts with attention paid to genre and thematic focus

1B).Discuss and analyze various literary texts and utilize literary terms appropriate to genre

1C).Generate original well-organized arguments supported by coherent analytical practices and the conscientious use of specific textual evidence from primary sources and possible secondary sources as well

2).Students who complete the English Major will be able to demonstrate knowledge of the key texts, authors, and historical development of Anglophone Literature.

2A).Demonstrate knowledge of the historical development of literary periods within Anglophone Literature

2B).Demonstrate knowledge of key authors and texts within a range of literary periods in Anglophone Literature

2C).To write and speak effectively about texts in various literary periods within Anglophone Literature

3).Students who complete the English Major will be able to articulate knowledge about diversity (in many of its facets) through examination of Multi-Ethnic American and Post-Colonial/Colonial literary texts.

3A).Read various literary texts that address a range of the following diversity issues: race, class, gender, ethnicity, nationality, sexual orientation, and able-ism

3B).Demonstrate an awareness of how diversity issues factor into the analysis and interpretation of literary texts

3C).To write and speak effectively about diversity issues in literary texts

English (cont.)

4).Students who complete the English Major will be able to apply different theoretical frameworks to literary texts in order to produce multiple readings and interpretations.

4A).Read and demonstrate knowledge of different theoretical frameworks

4B).Apply and integrate different theoretical frameworks into the analysis and interpretation of literary texts

4C).Incorporate different theoretical frameworks into written analyses and interpretations of literary texts

5).Students who complete the English Major will be able to employ distinct critical perspectives in their independent ability to evaluate and interpret literary texts.

5A).Read a variety of distinct critical perspectives about literary texts

5B).Apply and integrate distinct critical perspectives into original evaluations and interpretations of literary texts

5C).Incorporate distinct critical perspectives into original, written evaluations and interpretations of literary texts

5D).Recognize the merits of an essay exhibiting a clear and specific thesis and a well-organized, evidence-based, argument.

Environmental Science

1).Environmental Science majors will have a sound knowledge of both chemistry and biology, and the biological and chemical aspects of environmental science.

2).Environmental Science majors will know how to apply critical thinking to the analysis and devising of possible solutions to conservation problems, sustainability issues, and environmental problems.

3).Environmental Science majors will have an appreciation of the social and economic implications of environmental science.

4).Environmental Science majors have a sounds knowledge of sustainability and how science can contribute to sustainable development.

5).Environmental Science majors will be proficient in the recording, analysis, and dissemination of data utilizing modern techniques, instrumentation and software.

6).Environmental Science majors will be well prepared to succeed in employment in the public and private sector, to continue their education in environmental science, related fields, environmental education, and environmental law.

Forensic Chemistry

1).Demonstrate comprehensive knowledge of the major disciplines in the chemical sciences: analytical, biochemistry, inorganic, organic, and physical chemistry.

2).Apply critical thinking to solving chemical problems and to designing experiments.

3).Proficiently record, analyze, and disseminate data utilizing chemical instrumentation and software.

4).Utilize chemical information resources in oral and written presentations of chemistry-related information.

5).Adhere to the highest standards of ethical behavior in the practice of science and in protecting the environment.

History

1).Demonstrate an understanding of the development of human society and culture through the study of the past, specifically the history of Europe (from the Renaissance through the 20th Century) and the US (from its beginnings through the 20th Century).

1a).Identify and describe the major individuals, groups, institutions, ideas and events that have helped to shape political, social, and economic developments over time.

1b).Identify and describe major historical eras or periods that have led to the present.

1c).Identify and describe the principle of cause and effect and relate historical examples.

2).Apply the procedures used by historians to find and document sources, collect evidence and draw conclusions in completing original research.

3).Write and speak effectively about historical issues.

International Studies

1).International Studies majors are able to conduct research regarding contemporary global issues, including the formulation of research questions and the ability to locate source materials.

2).International Studies majors understand the role of credible sources in the field of world politics.

3).International Studies majors understand the role of the United States in world affairs and have insight into the lives, cultures, economics and politics of other regions of the world.

4).International Studies majors are able to communicate effectively in writing and orally regarding global and contemporary issues, results of research, and analyses.

5).International Studies majors will have basic reading skills in a foreign language.

Latin American Studies

1). Explain the historical, political, cultural, or economic development of Latin America

2). Describe how Latin Americans have contemplated the human condition and the need for self-transcendence

3). Demonstrate how Latin America's natural history has had a tremendous influence on the development of the cultures of the people who live there, and how humans have adapted to and altered their environment.

4). Discuss how literary works by people of Latin America heritage represent cultural, social, and political issues such as the articulation and negotiation of class, racial and sexual identities.

5).Communicate with proficiency in the target language.

Mathematics, B.A.

1).Demonstrate college-level knowledge in foundational mathematics

2).Demonstrate competence in analytical and critical reasoning

3).Demonstrate college-level knowledge in applied mathematics

4).Demonstrate college-level knowledge in algebra

5).Demonstrate college-level knowledge in analysis

6).Read, write, and communicate mathematics effectively

Mathematics, B.S

1).Demonstrate college-level knowledge in foundational mathematics

2).Demonstrate competence in analytical and critical reasoning

3).Demonstrate college-level knowledge in applied mathematics

4).Demonstrate college-level knowledge in algebra/geometry

5).Demonstrate college-level knowledge in analysis

Neuroscience

1).Demonstrate basic competence in the fields of biology, chemistry, and psychology.

2).Demonstrate mastery of advanced topics in the field of neuroscience.

3).Critically evaluate empirical data.

4).Demonstrate mastery of the scientific method.

5).Effectively communicate neuroscience information in writing.

6).Effectively communicate neuroscience information orally.

7).Promote the field of neuroscience to the local community and targeting K-12.

8).Apply their degrees to their career paths.

Philosophy

1).Develop a critical understanding of major traditions and contemporary ideas in the field of philosophy:

1a).Students will read and critically assess the work of central thinkers in the history of philosophy.

1b).Students will explore and understand the historical development of major philosophical ideas.

1c).Students will develop a critical understanding of various key concepts in philosophy such as truth, meaning, reality, mind, the good, beauty, and political authority.

2).Learn to understand and apply concepts and theories of moral philosophy:

2a).Students will learn to identify and evaluate ethical principles, values and traditions of moral reasoning.

2b).Students will learn to identify and evaluate critically the ethical foundations of key social institutions and professions with a view toward social justice.

3).Acquire the skills to write and speak effectively about philosophy and other subjects:

3a).Students will learn to recognize what constitutes relevant material and support for ideas.

3b).Students will learn to organize and to develop material in a well-reasoned manner.

3c).Students will learn to communicate ideas clearly with adequate definition and illustration both in writing and in speech.

4).Acquire the abilities to read, evaluate and respond critically to intellectual material from any discipline:

4a).Students will learn to give fair treatment to views and values present in intellectual materials from other disciplines.

4b).Student will learn to identify the main thesis in any discourse and to evaluate its supporting evidence.

4c).Students will learn to detect presuppositions, value judgments and generalizations, and to evaluate their implications.

Physics

At the conclusion of the physics program, the students will gain an ability to:

1).Identify and explain basic physical principles, quantities, and laws in several basic and applied field of physics

2).Apply the knowledge of mathematics and physics

3).Analyze and evaluate physical systems using problem solving skills in several basic and applied fields of physics

4).Design and conduct experiments, to analyze and interpret data, and to formulate conclusions

5).Calculate, estimate, and assess experiment uncertainty and compare experimental outcomes to theoretical predictions

6).Communicate effectively orally and in writing

7).Produce and defend a thesis, based upon an original or continuing research project by the end of the physics program.

Political Science

1).To demonstrate proficiency in one or more of the core bodies of knowledge contained in the basic subfields of the discipline.

2).To identify issues related to the creation of injustices and the pursuit of social justice in one or more of the basic subfields of the discipline.

3).To communicate clearly, accurately, and persuasively about political issues and ideas.

Pre-Engineering

At the conclusion of the physics program, the students will gain an ability to:

1). Apply knowledge of mathematics, science, and engineering.

2). Design and conduct experiments as well as to analyze and interpret data.

3). Work effectively in a group to accomplish an objective, and make significant contribution to its outcome

4). Communicate effectively.

5). Earn broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

6). Use the techniques, skills, and modern engineering tools necessary for engineering practice.

Psychology

1).Knowledge Base in Psychology

2).Scientific Inquiry and Critical Thinking

3).Ethical and Social Responsibility in a Diverse World

4).Communication

5).Professional Development

Sociology

1).Demonstrate knowledge of social role of culture, micro and macro social processes relating to people and social change, and an understanding of social satisfaction.

2).Demonstrate knowledge of the major theoretical and methodological perspectives related to the study of social processes.

3).Demonstrate research and statistical skills to look at an issue and analyze it as to causes, process and consequences and then apply appropriate knowledge for constructing a positive solution. Develop skills necessary to be competent in the use of mode

4).The ability to write and speak effectively using Standard English and the writing sills appropriate to the field of social sciences through the completion of written assignments.

5).Develop skills that will enable students to evaluate the social justice implications related to social inequality.

Theatre

1).Students will demonstrate an awareness of the complex nature of the human condition acquired through aesthetic and intellectual perceptions as evidences in various modes of theatrical production.

2). Students will demonstrate knowledge of the various means (acting, directing, designing, constructing, playwriting, etc.) through which a theatrical concept is realized.

3.) Students will demonstrate knowledge of plays that are representative of the development of theatre and drama

4.) Students will demonstrate Knowledge of theatre history, including its cultural context and its modes of production.

5.) Students will demonstrate the ability to analyze and interpret plays and other theatrical events paying special attention to the skills involved in acting and performance, directing, design and production, and playwriting.

6.) Students will demonstrate the ability to reach an audience effectively through at least one of the aforementioned theatrical skills.

7.) Students will demonstrate the ability to express in performance, in writing, in speaking and through other modes of communication, the results of research, critical analysis and other findings and discoveries.

8.) Students will demonstrate the ability to respond as a critically informed member of a theatre audience.

Theology & Religious Studies

1) Demonstrate knowledge of the content, historical background and literary characteristics of the Bible.

2).Interpret a biblical text using various critical methodologies.

3).Locate central events of Jewish/Christian history within its major eras.

4).Track the historical development of a Christian doctrine from the Bible through the current era.

5).Examine a significant theological topic using primary and secondary texts --including scripture, early Christian writings, medieval theology, recent magisterial teachings (e.g., papal encyclicals, Vatican II, pastoral letters) and

6).Use scripture and tradition in moral reflection on issues including sin and evil, virtue, conscience, discipline, law, contemporary moral debates and moral teachings of scripture as well as the contributions to moral theology of s

7).Demonstrate the ability to use standard bibliographic and research tools in theology and religious studies provide educational opportunities that promote the mission of the University

Women's Studies

1).Demonstrate an understanding of the experience of gender, especially women's experiences in history, society and culture and be able to critically analyze those experiences;

2).Articulate an understanding of the complexity of power structures and modes of authority, especially as they pertain to structural and institutional modes of power.

3).Have a sophisticated understanding of feminist perspectives, including points of commonality as well as debates among feminists.

4).Understand and provide critical commentary on key works of feminist scholarship and creative work

World Languages and Cultures (identical across languages and topics)

Applies to the following language programs: French, German, Greek, Hispanic Studies, Italian, Latin

1).Students will demonstrate proficiency in a language other than English

1A).Language proficiency: Oral/Speaking

1B).Language proficiency: Listening

1C).Language proficiency: Reading

1D).Language proficiency: Writing

2).Students will demonstrate proficiency in a literature other than literature written in English.

3).Students will demonstrate proficiency in a culture other than the cultures of societies where English is the primary language.

Community Health Education, BS

Within the program's learning objectives students are expected to develop the following:

1. Student Learning Outcomes for Program Goal 1: By graduation, students will demonstrate proficiency in the seven areas of responsibility for entry-level health education practice:
    a. Assess need, resources and capacity for health education/promotion
    b. Plan health education/promotion
    c. Implement health education/promotion
    d. Conduct evaluation and research related to health education/promotion
    e. Administer and manage health education/promotion
    f. Serve as health education/promotion resource person
    g. Communicate, promote, and advocate for health and health education/promotion and the profession
2. Student Learning Outcomes for Program Goal 2: Students will develop skills in writing, speaking and critical thinking and be able to apply these skills in health education practice.
3. Student Learning Outcomes for Program Goal 3: Students will reflect upon their personal and professional values concerning diversity, social justice, cultural competency and commitment to community and discipline and be able to apply these values to the field of health education.

Counseling and Human Services, BS

Within the program's learning objectives students are expected to develop the following:

1. An awareness and understanding of the developmental needs of individuals, families, groups, communities and other supported human services organizations and functions at all developmental levels of care;
2. An awareness of cultural diversity, disabilities, socio-economic trends, changing roles and lifestyle patterns of persons and the impact of these changes on clients;
3. An understanding of the impact of the relationship between themselves and their clients through fostering trust, empathy, authenticity and competence;
4. Knowledge and skills in applying theoretical frameworks to social service and counseling practice;
5. Knowledge and skills in group dynamics and developmental decision-making processes as applied to specific human services settings;
6. Knowledge and skills in rehabilitation services to facilitate advocacy through local, state, national and international organizations;
7. Knowledge and skills to implement social justice into human services systems of care;
8. Knowledge and skills in the utilization of research design and implementation techniques in conducting relevant research studies and applying research findings to current counseling in human services settings;
9. Knowledge and skills to provide program development in non-profit human services settings;
10. Knowledge of the contemporary legal and ethical issues impacting the work of human services professionals in all settings;
11. An accurate realization and perception of the multiple roles of the human service professional in community settings;
12. Knowledge and skills to apply for graduate training in the areas of counseling, social work, allied health, human resources, education and a myriad of other professional degree programs requiring students to have a solid foundation and training in human services;
13. An accurate realization and perception of the multiple roles of the human services professional in community setting.

Physical Therapy, DPT

Within the program's learning objectives students are expected to develop the following:

1. Students will practice in a manner that adheres to legal regulations and professional ethical standards. Students will attend and completed successfully their first 8-week clinical rotation during the summer. CPI information (CPI = Clinical Performance Instrument). Graduate surveys – self report (internal and external to the department. Professional Advisory Committee reports, stemming from scheduled meetings and ongoing communication and feedback. Review of PT Board Actions, with modification (additions, subtractions, adjustments as needed) to ensure the department is up to standards to make sure students are prepared to succeed when employed after graduation. Licensure—must include continuing education (number of hours is state-dependent). Students will employ their knowledge and intellect to address situations in a way that demonstrates a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and common good of the entire human community.
2. Students will provide evidence-based, safe, and effective, care for individuals of various backgrounds in varied settings throughout the lifespan spectrum
3. Students will address the unique physical and psychosocial characteristics of patients/clients
4. Graduates will sit for the physical therapy licensure examination within six (6) months of successfully completing all the requirements of the educational program
5. Graduates will pass the physical therapy licensure examination. Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.
6. Graduates will enter the profession as a physical therapist within six (6) months of completing the educational program.
7. Graduates will be life-long learners. Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information literacy.

Education, BS

Within the program's learning objectives students are expected to develop the following:

1. (Content knowledge): Teacher candidates will demonstrate the content and/or pedagogical content knowledge necessary to teach effectively in their teaching area.
2. (Planning): Teacher candidates will plan and adjust lesson and unit plans based on relevant research and the identified strengths and needs of all students.
3. (Instruction): Teacher candidates will use and adjust a variety of evidence-based teaching strategies based on identified strengths and needs of all students.
4. (Assessment): Teacher candidates will design and apply formative and summative assessments to make educational decisions based on identified strengths and needs of all students.
5. (Learning Environment): Teacher candidates will create inclusive and culturally responsive learning environments based on knowledge of developmental, learning and classroom management theories so that all students become engaged and successful learners.
6. (Professionalism): Teacher candidates will demonstrate professional behaviors and dispositions and will uphold professional responsibilities when interacting with all students and collaborating with other educators and the community. Teacher candidates will practice self-assessment, reflection, and life-long learning to improve teaching practice and to advance the profession.
7. (Service): Teacher candidates will demonstrate a commitment to the Jesuit ideals in service to others.

Education, MS/MA

Program Specific Outcomes:

Graduate Programs in PreK-4 and Secondary Education
1. (Content knowledge): Teacher candidates will demonstrate the content and/or pedagogical content knowledge necessary to teach effectively in their teaching area.
2. (Planning): Teacher candidates will plan and adjust lesson and unit plans based on relevant research and the identified strengths and needs of all students.
3. (Instruction): Teacher candidates will use and adjust a variety of evidence-based teaching strategies based on identified strengths and needs of all students.
4. (Assessment): Teacher candidates will design and apply formative and summative assessments to make educational decisions based on identified strengths and needs of all students.
5. (Learning Environment): Teacher candidates will create inclusive and culturally responsive learning environments based on knowledge of developmental, learning and classroom management theories so that all students become engaged and successful learners.
6. (Professionalism): Teacher candidates will demonstrate professional behaviors and dispositions and will uphold professional responsibilities when interacting with all students and collaborating with other educators and the community. Teacher candidates will practice self-assessment, reflection, and life-long learning to improve teaching practice and to advance the profession.
7. (Educational Research): Teacher candidates will demonstrate knowledge of educational research related to their teaching area.

Graduate Programs in Special Education
1. (Knowledge of Students): Special education candidates demonstrate their knowledge of individual, developmental, and cultural differences of students with exceptionalities and their families.
2. (Planning): Special education candidates know and modify general education curriculum and implement specialized curriculum to advance learning of students with exceptionalities.
3. (Instruction): Special education candidates research, implement and evaluate evidence-based strategies to advance learning of students with exceptionalities.
4. (Assessment): Special education candidates use relevant assessment tools and procedures to identify exceptionalities, to develop specially designed instruction, and to conduct progress monitoring for making educational decisions to advance learning of students with exceptionalities.
5. (Learning Environment): Special education candidates create inclusive and culturally responsive learning environments based on knowledge of developmental, learning and classroom management theories so that all students become engaged and successful learners.
6. (Professionalism): Special education candidates demonstrate professional behaviors and dispositions and will uphold professional responsibilities when interacting with all students and collaborating with other educators and the community. Teacher candidates will practice self-assessment, reflection, and life-long learning to improve teaching practice and to advance the profession.
7. (Educational Research): Special education candidates demonstrate knowledge of educational research related to their teaching area.

Graduate Programs in Curriculum & Instruction
1. (Planning Curriculum): C&I candidates will plan and adjust curriculum based on relevant research so that all students become engaged and successful learners.
2. (Evaluation of Instruction): C&I candidates evaluate instructional and assessment strategies based on recommendations of educational theory and research so that all students become engaged and successful learners.
3. (Learning Environment): C&I candidates evaluate learning environments to promote inclusive and culturally responsive classrooms based on knowledge of developmental, learning and classroom management theories so that all students become engaged and successful learners.
4. (Professionalism): C&I candidates will demonstrate professional behaviors and dispositions and will uphold professional responsibilities when interacting with all students and collaborating with other educators and the community. C&I candidates will practice self-assessment, reflection, and life-long learning to advance the profession.

Graduate Programs Educational Leadership and Curriculum & Instruction Supervision
1. (Vision): Educational administration and supervisory candidates collaborate with all stakeholders to develop a vision of a student-centered, inclusive school culture that advances the learning of all students.
2. (Educational Theory and Research): Educational administration and supervisory candidates demonstrate knowledge of educational theory, research, and learning standards to create and sustain a student-centered, inclusive school culture and on-going professional development that advances the learning of all students.
3. (Decision-Making): Educational administration and supervisory candidates demonstrate moral, legal and data-driven decision-making and stewardship of resources to create a student-centered, inclusive school culture that advances the learning of all students and benefits the well-being of the entire community.
4. (Advocacy): Educational administration and supervisory candidates advocate for students and school community members as they create a safe, student-centered, inclusive school culture that advances the learning of all students.
5. (Professionalism): Educational administration and supervisory candidates demonstrate professional behaviors and dispositions and uphold professional responsibilities when interacting with students and collaborating with stake-holders to create a student-centered, inclusive school culture that advances the learning of all students.

Exercise Science, BS

Within the program's learning objectives students are expected to develop the following:
By graduation, students will demonstrate proficiency in:
1. Students will apply written and oral communication skills in an exercise and health science setting.
2. Students will demonstrate critical thinking and problem solving competencies in an exercise science and health setting
3. By graduation, students will demonstrate a proficiency in:
    a. Human skeletal anatomy and function
    b. Physiological basis of human movement and its impact on health, injury, and exercise performance
    c. Assessment of health status/physical fitness and design, implementation and evaluation of exercise programs for both healthy and clinical populations
    d. Principles of nutrition and the role of diet in health and exercise performance
2. Students will demonstrate evidence of personal growth and professionalism the field of exercise and health science

Health Administration, BS

Within the program's learning objectives students are expected to develop the following:
1. Graduates demonstrate that they are prepared for an entry-level position in the field of health administration. This entry-level position can be at the management level and cross over into industries in both the public and private sectors
2. Graduates are capable of preparing and presenting professional oral presentations.
3. Graduates can analyze and swelf-evlaute theirt knowledge, skills, and abilities.
4. Graduates can demonstrate their ability to work in the business environment of healthcare.

Health Administration, MHA

Within the program's learning objectives students are expected to develop the following:
1. Domain #1: Communication and Relationship Management
   a. Apply principles of communication and demonstrate specific applications
   b. Present results of data analysis to decision makers
   c. Use factual data to produce and deliver credible and understandable results
   d. Facilitate group dynamics, process, meetings, and discussion
   e. Utilize effective interpersonal skills
2. Domain #2: Leadership
   a. Explain potential impacts and consequences of decision making in situations both internal and external
   b. Encourage a high level of commitment to the mission, and values of the organization
   c. Gain physician buy-in to accept risk and support new business ventures
   d. Accurately assess individual strengths and weaknesses
3. Domain # 3: Professionalism
   a. Understand professional standards and codes of ethical behavior
   b. Uphold and act upon ethical and professional standards
   c. Demonstrate professional norms and behaviors
   d. Engage in continued professional development including reflection and self-directed learning.
4. Domain # 4: Knowledge of the Healthcare Environment
   a. Assess the interrelationships among access, quality, cost, resource allocation, accountability, and community
   b. Prepare projects that are credible to governmental, regulatory, professional, and accreditation agencies
   c. Use marketing and needs assessment techniques in support of healthcare program development and implementation
   d. Apply principles and methods of health policy analysis
   e. Analyze and apply funding and payment mechanisms of the healthcare system
5. Domain # 5: Business Skills and Knowledge
   a. Integrate information from various sources to make decisions and recommendations
   b. Demonstrate critical thinking, analysis, and problem solving
   c. Apply basic financial management and analysis principles
   d. Apply reimbursement principles, ramifications and techniques including rate setting and contracts
   e. Apply principles of operating, project, and capital budgeting
   f. Use project management techniques
   g. Use statistical and analytic tools to measure and improve performance

Human Resources Studies, BS

Within the program's learning objectives students are expected to develop the following:
1. Graduates can demonstrate that they are prepared for an entry-level position in the HR field.
2. Graduates are capable of creating various types of written documents related to the HR field (e.g., job descriptions, training programs, performance appraisal documents, etc.).
3. Graduates are capable of preparing and presenting professional oral presentations.
4. Graduates can analyze and self-evaluate their knowledge, skills, and abilities.
5. Graduates can demonstrate their business acumen.

Human Resources Online, MS

Within the program's learning objectives students are expected to develop the following:

1. Knowledge of Functional Areas and Content Topics related to the field of Human Resources—Devise ways to apply knowledge of HR-related topics gained through the required HR courses included in the program.
2. Critical Thinking Skills—Formulate and defend solutions to routine and complex problems.
3. Communication Skills—Create written works consisting of clear and logical progression of points and conclusions (content is well organized), exploration of new and different perspectives, and correct usage of grammar, spelling, vocabulary, syntax, and style.
4. Mindset for Life-Long Learning—Engage in regular self-assessment & reflection so as to manage strengths and mediate weaknesses.
5. Professional & Ethical Standards - Develop and choose courses of action in accordance with professional and ethical standards of the human resources and related disciplines.

Nursing, BS

Within the program's learning objectives students are expected to develop the following:
1. Integrate a personal philosophy for nursing practice and service to others, based on the uniqueness, worth, dignity and diversity of human beings.
2. Synthesize leadership concepts, quality improvement and patient safety in the provision of safe, evidence-based, patient-centered care.
3. Integrate current evidence and clinical reasoning in the use of the nursing process for the delivery of care.
4. Utilize informatics and other patient care technologies to inform, improve, and create an environment for the safe and effective delivery of quality patient care.
5. Articulate an understanding of healthcare systems, regulation policies, scope of practice and patient's rights.
6. Use interprofessional communication and collaboration to deliver safe, evidence-based, patient-centered care.
7. Integrate evidence-based practices to promote health and prevent disease in individuals, families, communities and populations across the lifespan.
8. Consistently demonstrate responsibility and accountability for one's own personal and professional growth in relationship to standards of nursing practice and the roles, functions and values that reflect excellence in nursing practice.
9. Engage in critical thinking, ethical reasoning and lifelong learning to support excellence in professional nursing practice.

Nursing, MSN

Within the program's learning objectives students are expected to develop the following:
1. Integrate knowledge from nursing and other disciplines to provide evidence-based care to diverse populations at an advanced practice level.
2. Apply leadership skills that emphasize ethical principles and critical-decision making to promote quality and safety in master's level nursing practice.
3. Articulate the process of quality improvement and apply quality and safety principles within an organization.
4. Incorporate research outcomes within the clinical setting to resolve practice problems and disseminate results.
5. Utilize informatics and patient-care technologies to deliver nursing care at an advanced practice level.
6. Employ advocacy strategies to promote health and improve health care.
7. Establish inter-professional relationships to mobilize resources and coordinate quality health care.
8. Engage in master's level nursing practice in accordance with applicable specialty nursing standards, integrating concepts of patient-centered and culturally appropriate clinical prevention and population health activities.
9. Demonstrate master's level knowledge and competencies in nursing and relevant sciences to influence healthcare outcomes for individuals and populations.
10. Articulate a commitment for continuous professional development and service to others based on Jesuit values.

Nursing, DNP

Within the program's learning objectives students are expected to develop the following:
1. Incorporate science-based theories from nursing and other disciplines to develop, implement, and evaluate practice approaches that improve health care.
2. Utilize organizational and systems leadership to promote quality, cost effectiveness, and patient safety in the delivery of health care.
3. Demonstrate leadership in the application and critical evaluation of evidence-based practice to improve patient and health care outcomes.
4. Apply information systems/technology to monitor and improve patient care and health care delivery systems.
5. Consistent with Jesuit values, advocate for health care policies that comply with ethical principles and address health disparities and vulnerable populations.
6. Organize and lead inter-professional teams to improve patient and population health outcomes.
7. Analyze epidemiological, biostatistical, and environmental data to develop, implement, and evaluate clinical prevention and population health initiatives.
8. Function independently in an advanced nursing practice role to improve patient outcomes in a specialty area of practice.
9. Engage in lifelong learning and service to others.

Counseling, MS

Program Specific Outcomes:

Clinical Mental Health Counseling:
1. Students will demonstrate master's level professional counseling dispositions.
2. Students will demonstrate master's level theoretical knowledge and competencies in counseling domains.
3. Students will demonstrate master's level theoretical knowledge and competencies in clinical practice
4. Students will formulate, conduct, and evaluate master's level research procedures and assessment processes
5. Students will demonstrate knowledge pertaining to the provision of evidence-based clinical mental health counseling services that enhance the emotional, cognitive, behavioral, relational, and spiritual well-being of individuals, families, and groups seeking help with either everyday life concerns or significant challenges

Rehabilitation Counseling:
1. Students will demonstrate master's level professional counseling dispositions
2. Students will demonstrate master's level theoretical knowledge and competencies in counseling domains.
3. Students will demonstrate, apply, and evaluate master's level theoretical knowledge and competencies in clinical practice.
4. Students will formulate, conduct, and evaluate master's level research procedures and assessment processes.
5. Students will apply the specialized knowledge, skills, and attitudes to identify and implement evidence-based practices in collaboration with individuals who live with disabilities to achieve their personal, social, psychological, and vocational goals.

School Counseling:
1. Students will demonstrate master's level professional counseling dispositions.
2. Students will demonstrate maser's level theoretical knowledge and competencies in counseling domains.
3. Students will demonstrate, apply, and evaluate master's level theoretical knowledge and competencies in clinical practice with respect to counseling modalities.
4. Students will formulate, conduct, and evaluate master's level research procedures and assessment processes.
5. Students will design, develop, and implement all aspects of the ASCA National Model.

Occupational Therapy, MS

Within the program's learning objectives students are expected to develop the following:
By the end of their experience in the Department of Occupational Therapy at The University of Scranton, graduates will demonstrate:

1. An understanding of and appreciation for the core values and philosophical base that comprise occupational therapy's heritage, and a recognition of the relevance of these foundational beliefs to current and future practice.
2. A principled respect for the dignity of each human being as reflected in the graduate's recognition and facilitation of the individual's inherent motivation, personal uniqueness, values and beliefs, roles and interests, and capabilities for self-direction within the therapeutic relationship through the use of a person-centered approach.
3. An understanding and responsiveness to the individual and family across the lifespan with consideration of all contexts (i.e. personal, spiritual, political, economic, physical, social, virtual and temporal) to facilitate mastery.
4. Effective, ethical decision-making within the complexities of daily experience that is guided by principles rooted in the Jesuit tradition and Occupational Therapy's Code of Ethics.
5. Responsibility for active learning and a commitment to purposeful self-reflection to facilitate personal and professional growth. This includes an awareness of the impact of one's values, beliefs, opinions and behaviors upon others.
6. Independent critical thinking and effective clinical and professional reasoning, founded in a mastery of current knowledge, as demonstrated by competent entry-level practice throughout the occupational therapy process within a variety of service delivery models.
7. Proficiency in oral and written communication for varied audiences, diverse stakeholders, and multiple purposes.
8. The ability to integrate occupational therapy's foundation in the arts and sciences as reflected in practice that is creative, individualized, and evidence informed.
9. A commitment to promoting self-determination, and engagement in meaningful occupations to promote wellness and quality of life across the lifespan.
10. Knowledge and skills required to assume managerial positions/leadership roles in medical, educational, and community-based systems of care.
11. Recognition of the need to collaborate with inter-professional teams to provide quality care respectful of professional scopes of practice.
12. A commitment to social justice and advocacy for individuals, families and the profession.
13. Research skills required to provide evidence-informed services and contribute to the field's growing body of knowledge.
14. A passion for life-long learning that promotes personal and professional growth while at the same time demonstrating a commitment to a life of service to other

Health Informatics, MS

Within the program's learning objectives students are expected to develop the following:

1. Graduates will demonstrate expertise in identifying and using information and evidence-based studies to support current practice.
2. Graduates will demonstrate mastery of the electronic health record in achieving "meaningful use" (e.g. e-prescribing, quality reporting, results checking, updating past history, recall systems, searching patient databases, public health reporting, billing)
3. Graduates will demonstrate leadership skills designed to assist health professionals and organizations in the transition to the paperless patient record and national electronic health record.
4. Graduates will demonstrate continued information mastery skills to identify legal implications for evolving technologies (e.g. email consultations, tele-health, national electronic health record, privacy issues, and roles of encryption technologies) for patient and population transfer.
5. Graduates will demonstrate an understanding of the theoretical knowledge base of health informatics; the ability to apply this knowledge to create value propositions, engage in data mining, and the skill to evaluate usability/HCI to achieve clinical transformation in diverse healthcare settings.
6. Graduates will demonstrate effective team-oriented communication skills that lead to a change in a management approach, a product selection and implementation, hardware or software update requirements, or the maintenance of the system.
7. Graduates will demonstrate the ability to initiate a data recovery plan in the advent of a system shutdown and to manage related issues when a third party is responsible for information technology infrastructure.
8. Graduates will demonstrate an understanding of how legal, safety, and privacy issues apply to the encryption of patient data, patient ownership of electronic data, health information policy, and government incentives/penalties.
9. Graduates will demonstrate the capacity to facilitate communication among health professionals, health administrators, and IT professionals in the development of computer-based health information solutions and recognize the needs and constraints of key stakeholders.
10. Graduates will demonstrate the ability to use existing and emerging information technologies (such as information retrieval and data mining) to assist with the collection, organization, interpretations, and analysis of health-related data.
11. Graduates will demonstrate an understanding of the fundamentals of data base management and knowledge management and apply this knowledge to health informatics.

The University of Scranton
Kania School of Management
Student Learning Goals and Objectives

Undergraduate Business Programs

1. Students will demonstrate effective oral and written communication skills.
    a. Students will create professionally written documents on a business topic.
    b. Students will deliver an effective oral presentation on a business topic.
    c. Students will use appropriate technologies to enhance the effectiveness of their written and oral projects.
2. Students will demonstrate critical thinking skills.
    a. Students will weigh the significance of key assumptions used in making business decisions.
    b. Students will solve business problems using appropriate quantitative and analytical tools and techniques.
    c. Students will defend reasoned solutions to business problems.

3. Students will be sensitive to the ethical, social justice, and environmental implications of business activities.
    a. Students will reference frameworks for examining ethical, social justice, and environmental sustainability issues in specific business cases.
    b. Students will demonstrate an ability to defend their position on ethical actions in business.
    c. Students will demonstrate an ability to defend their position on social justice actions in business.
    d. Students will demonstrate an ability to defend their position on environmental sustainability actions in business.

4. Students will appreciate the importance of integrating business processes across functional areas.
    a. Students will explain how one functional area impacts another.
    b. Students will demonstrate an understanding of how the global environment affects business.

5. Students will apply functional area concepts and theories appropriately.
    a. Students will demonstrate the ability to apply basic business facts, concepts, theories, and analytical methods.
    b. Students will demonstrate advanced skills appropriate to their academic major.

MBA Programs

1. Each student will be skilled in recognizing (dealing with) the implications of integrated business processes in managing the enterprise.
   a. Students will analyze ineffective business practices that result from poorly integrated business processes.
   b. Students will formulate sound proposals for improving integrated business processes.

2. Each student will be ethical, socially responsible, and just when making business decisions.
   a. Students will evaluate business decisions within an ethical framework.
   b. Students will critique business decisions on the basis of social responsibility.
   c. Students will evaluate business decisions with regard to their impacts on environmental sustainability.

3. Each student will be capable of synthesizing/analyzing information as to make sound business decisions.
   a. Students will apply a systematic approach to solving business problems.
   b. Students will evaluate financial statements and documents to support business decisions.
   c. Students will use appropriate technologies in gathering and analyzing data relevant to managerial decision-making.

4. Each student will be a gatekeeper, trained to scan the global environment of business, identify current trends in the industry, and disseminate information throughout the firm.
   a. Students will analyze the impact of global business issues on specific management situations.
   b. Students will relate current global events to emerging business opportunities.

5. Each student will be a leader and/or manager who understands group dynamics and is capable of influencing others to achieve organizational goals.
   a. Students will demonstrate appropriate group techniques to lead a team task that results in effective performance.
   b. Students will demonstrate effective leadership skills in a group project.